

**Welcome to the 15th edition of the
Safeguarding in Education Bulletin.**

The intention is to inform schools, settings and colleges of relevant news, guidance and publications and to share feedback and learning. Please help us share the information by circulating this bulletin to your colleagues and by displaying it on notice boards in your school/college/setting.

We want to hear from you!

Please contact us via email at oscb@oxfordshire.gov.uk if you are interested in receiving the bulletin or have anything you would like us to include in the next issue.

IMPORTANT INFORMATION UPDATE:
The telephone number for **MASH**
(MULTI AGENCY SAFEGUARDING HUB) IS:
0345 050 7666 (NOT 0845)

OSCB Annual Conference – Relationships and Identity

**The OSCB annual conference will be on Wednesday 8th March 2017.
9.30am-3.00pm**

The Kings Centre, Osney Mead, Oxford OX2 0ES

Keynote speakers will provide a national perspective on relationships, particularly the issues faced by LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning). The day, designed for professionals, will highlight issues faced by children and adolescents struggling with issues around relationship, sexuality and identity.

The event will include a play and Q&A session by The Warriner School 'Project Q'.

Booking is available from 22nd January via the OSCB training portal.
You will need to register / log on to the online training system to book.

Learning for Serious Case reviews

2 serious case reviews have been recently published by OSCB:

Please take the time read these reports and learning summaries, they highlight pertinent messages for practice improvement and multi-agency working.

Baby L

Published in October 2016 into the death of an 11-week-old boy, referred to as Baby L.

The father of Baby L was convicted of his manslaughter in October 2015.

The SCR examines in detail the involvement of all agencies which came into contact with Baby L's immediate family from the time his mother became pregnant in late 2013, to the time of his death on 18th November, 2014.

The purpose of the review is to identify lessons that can be learned and areas for future work to improve local child protection services.

Independent Chairman of the OSCB Paul Burnett said: "This was a terribly sad case with a tragic outcome and clearly our sympathy rests with those members of the family who loved and cared for Baby L. The review has found nothing to suggest that any professional could have predicted that Baby L's father would kill his son.

He added: "The Oxfordshire Safeguarding Children Board is already working closely with all the relevant partner agencies to ensure that the report's recommendations are fully implemented."

“Having looked very closely at the detail of the case, areas of practice that could be improved have been identified, but notably, the review concludes that there is no evidence to suggest that had these improvements been in place at the time, Baby L’s death would have been prevented”.

To read the full report: [Baby L - Serious Case Review](#)

Baby L Learning summary: [Baby L - Learning Summary](#)

Serious Case Review: Baby Q

In January 2017 Oxfordshire Safeguarding Children Board (OSCB) published a Serious Case Review (SCR) into the death of a 14-month-old girl, referred to as Child Q.

The mother of Child Q was convicted of manslaughter and sentenced to three years in prison in November 2016.

Interim Independent Chairman of the OSCB Paul Burnett said: “This was a terribly tragic case involving the sudden, unexpected death of a young girl. Today’s publication will be another very difficult milestone for the family and friends of Child Q, and our thoughts remain firmly with them”.

“There were no findings to suggest that Child Q’s death could have been prevented by alternative actions by local agencies, and all the available information and professional observations suggested there was a good relationship between mother and child”.

“The review’s findings set out a number of ways in which this case is instructive of wider challenges for professionals working with cases of child neglect – both nationally and here in Oxfordshire”.

Mr Burnett added: “The OSCB has already identified this area of work as a priority, and oversaw a pilot project in 2015 which focused on how practitioners from Oxfordshire’s child protection agencies can work more effectively to support children and families where there are issues of neglect. We are already taking forward recommendations to strengthen the approach of professionals”.

To read the full report: [Serious Case Review tab](#)

Baby Q Learning Summary: [Learning and Improvement Framework](#)

Neglect Strategy Summary: [Themes and Tools](#)

OSCB Training Courses

The below Risky Behaviour / Specialised courses have been scheduled and will be added onto the system once venues have been confirmed.

You will need to register / log on to the online training system to book onto a course:

<http://www.oscb.org.uk/booking-training/>

Month	Date	Day	Course	Course Length	Venue
Jan 2017	20th	Fri	Substance Misuse and Parenting	09:30 - 16:00	County Hall, Oxford
Feb 2017	14th	Tues	Drugs & Alcohol Awareness	09:30 - 16:30	TBC
Feb 2017	23rd	Thurs	E-Safety	09:30 - 16:30	TBC
March 2017	1st	Wed	Consent and Sexual Health Awareness	09:30 - 15:30	County Hall, Oxford
March 2017	3rd	Fri	Working with Young Men & Boys	09:30 - 16:00	County Hall, Oxford
March 2017	14th	Tues	Safeguarding Disabled Children	09:30 - 13:00	TBC
March 2017	15th	Wed	Young People and Mental Health	09:30 - 16:30	TBC
March 2017	29th	Wed	Self-Harm Workshop	09:30 - 12:30	TBC

Training: Non-attendance

The OSCB are experiencing a high number of non-attendances to courses.

Unfortunately non-attendance has an impact on other practitioners, course management and finances. By not attending, and not informing us of non-attendance the training space is blocked to other colleagues. As the Board is committed to training a certain number of delegates each year non-attendance requires us to run additional courses at additional cost to meet that commitment.

In the 2015 - 2016 training year **4293** professionals booked onto the **173** training courses the OSCB had scheduled. However, only **3598** actually attended these courses.

This means 695 people did not attend courses they had booked onto; this equates to the equivalent of 27 courses and approximately £16,200.

Please consider this the next time you book on to an OSCB training course and ensure you cancel your place via the online training system. Last minute cancellations still allow others to take the space available.

Child Sexual Exploitation: Updated Screening Tool and Risk Assessment

The sexual exploitation of children and young people has been identified throughout the UK in both rural and urban areas, and in all parts of the world. It affects boys and young men as well as girls and young women. It can have a serious long term impact on every aspect of their lives, health and education and it damages the lives of their families and carers.

Locally the Kingfisher Team works on the identification of potential perpetrators, victim awareness and general education about child sexual exploitation. The team is made up of police, the NHS and Members of Oxfordshire County Council's Children and Adult Social Care.

They have recently updated their assessment form please see their new CSE screening tool and risk assessment, revised May 2016: [SCREENING TOOL AND RISK ASSESSMENT](#)

Anyone who is worried about themselves or another child should contact The Kingfisher Team on: 01865 309196

CSE professional's handbook: [CSE - PROFESSIONALS HANDBOOK](#)

Breast Ironing

Following concerns raised by health partners on the Board, the OSCB has produced a briefing on a type of physical abuse referred to as 'breast ironing'. The one page summary can be printed up for use by professionals in their settings: [Briefing-on-the-physical-abuse-of-breast-ironing](#)

Traveller Children: School Attendance Advice

A number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

The Education Act 1996 and the Education (Pupil Registration) (England) Regulations 2006 make statutory provision for all of these groups.

Children of Traveller groups, whose families do not travel are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at school.

However, many Traveller families will travel for work purposes. Oxfordshire County Council has issued this guidance to support schools with clarity around attendance and registration of Traveller pupils. See here:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/EDAS/gypsyromatavel/Attendance_Advice.pdf

Information Sharing

It is vital that we all remember the importance of timely information sharing. There have been many concerns raised around the delay in receiving safeguarding/SEN information during transition periods when a child changes schools/settings. The most effective way to ensure robust and thorough safeguarding of children and young people is to ensure that relevant information is sent in advance of their start date – this enables appropriate planning and meetings to be agreed.

For more information please follow the link:
[Information Sharing Advice for Practitioners](#)

[OSCB Guide to Multi-Agency Working](#)

Some schools have purchased a programme that enables information to be shared securely with professionals working with children/families. More information can be found here: [MyConcern website](#)

Using Mobile Devices Overnight

The Headmaster's and Headmistresses' Conference (HMC) has carried out research in partnership with Digital Awareness UK (DAUK) into teenage use of mobile devices overnight. Of 2,750 pupils aged 11-18 who were surveyed, 45% admit they check their mobile device after going to bed (some more than 10 times a night). 32% of these students' parents are not aware that they check their mobile device after going to bed. Please click the link for further information: [HMC](#)

Engaging Dads

Community Care shares learning from the evaluation of Mellow Dads, an attachment-building programme for the fathers of at-risk children. Key issues raised include: it is difficult for dads to prioritise the parenting course especially if they have a clash with another group meeting and that the men on the programme were often living apart from their children so lacked the opportunity to practice parenting skills. Despite the challenges, practitioners used their considerable interpersonal skills to engage and work with fathers.

Further information: [Working with fathers of at-risk children: insights from a qualitative process evaluation of an intensive group-based intervention](#)

Child and Adolescent Mental Health

The Guardian features a 2 day series on child and adolescent mental health services (CAMHS). Key issues raised include: 235,189 young people were in contact with NHS mental health services in England at the end of June 2016 including 65,000 children under 11. In a survey carried out by the Royal College of Nursing (RCN) for the Guardian, 43% of the 631 mental health nurses working in CAMHS who took part said services were getting worse despite government promises of extra investment. Advice on what to do if you are worried about a child's mental health is offered and innovative programmes and projects to help children's mental health are discussed.

This includes the Triple P programme which was evaluated by the NSPCC. See The Guardian articles via the following links: [Guardian - RCN survey](#); [Guardian - worried about a child's mental health?](#); [Guardian - help for children's mental health](#)

Other information:

[Mental health services monthly statistics](#)

[Child neglect and pathways Triple P: an evaluation of an NSPCC service offered to parents where initial concerns of neglect have been noted \(PDF\)](#)

Training teachers about FGM

FGM is child abuse and needs to be talked about in the same way society would tackle any other. Every school leader should be aware of the issues of female genital mutilation, says Hibo Wardere, FGM campaigner.

To read more: <http://schoolsweek.co.uk/fgm-is-child-abuse-and-schools-need-to-talk-about-it/>

FGM

There is a free app called "Let's Talk FGM" written by a member of Oxford Health staff.

Further information here: <http://www.oxfordhealth.nhs.uk/support-advice/getting-help/lets-talk-fgm-app>

Identifying Children Who Are Missing Education

The government has published the consultation outcome on identifying children who are missing education and the outcomes can be viewed here:

<https://www.gov.uk/government/consultations/identifying-children-who-are-missing-education>

Psychological Perspectives in Education & Primary Care

PPEPCare has been designed to help staff in primary care and education to recognise and understand mental health difficulties in children and young people and offer appropriate support and guidance to children, young people and their families using psycho-education and relevant psychological techniques (e.g. using a cognitive behavioural framework). Training consists of didactic teaching, experiential learning, group discussion and DVD material and is delivered by appropriately qualified staff from local CAMHS services.

How long does the training take and where can it be delivered?

The training can be delivered in a flexible fashion to suit your needs and time available - from 30 minutes over lunchtime to a half or full-day session. Trainers can travel to GP surgeries, hospitals, schools and other appropriate locations and sessions are delivered free of charge by specially trained local CAMHS staff.

What does it cover?

PPEPCare modules were developed following consultation with primary healthcare professionals (including GPs), teachers and other school staff. Teaching materials have been written by national and international experts in the field. Eleven modules are currently being offered:

1) Overview of common Mental Health issues in Children and Young People: This training offers a brief introduction to the MH issues often seen by professionals in front line work with CYP. It highlights risk issues and local and national resources.

2) Supporting young people with low mood: This training explores what depression is, how it may present in young people, and how it may differ from 'normal' adolescent mood difficulties. The session looks at how low mood and depression may be maintained and explores some useful techniques (specifically behavioural activation) that can be used to break the maintenance cycles.

3) Supporting young people with anxiety: This training explores the presentation of anxiety in adolescence and how to assess it (including useful questions to ask and relevant questionnaire measures). It explores what might keep anxiety going and provides an overview of Cognitive Behavioural Therapy (an evidence-based treatment for anxiety) as well as a number of useful techniques which can be adapted for the primary care or school setting.

4) Supporting young people who self-harm: This training explores what self-harm is and how it might present. It explores why young people might self-harm and helps to challenge commonly held assumptions. The session includes guidance around how to talk to young people who may be self-harming, confidentiality, dealing with your own feelings and supporting young people with alternative strategies.

5) Behavioural Difficulties and Conduct Disorder: Supporting children and their parents via a parenting intervention: This module examines what conduct problems are and why it is important to treat them. It provides an overview of the key principles and components of a parenting programme and how this option might be introduced to parents.

6) Supporting children and young people with OCD: This session explores what OCD is, how it presents and how you can assess it (including the kinds of questions that you might want to ask a child or young person). It explores

factors that maintain OCD, and how you can help a young person to understand what might be maintaining their difficulties.

7) Overcoming childhood anxiety: This session highlights when anxiety might be a problem (as opposed to a 'normal' developmental phase), describes different anxiety disorders and how these can be assessed. It explores why treatment is important and gives a detailed overview of Cognitive Behaviour Therapy (an intervention that has shown to be effective with children and young people). Key treatment strategies are highlighted, and the role of parental behaviour (how they respond to their child's anxiety) is explored.

8) Supporting children and young people with specific phobia: This session has been designed to help primary healthcare professionals and appropriate staff within the educational setting to assess specific phobias and employ basic Cognitive Behavioural Therapy techniques with children and young people who present with specific phobia. The session highlights useful assessment questions, and offers an introduction to the CBT model and treatment strategies (including graded exposure and managing physical symptoms).

9) Supporting children with separation anxiety disorder (SAD): This session explores what SAD is and how it may present (including what 'healthy' versus 'pathological' separation anxiety might look like). Assessment strategies (including useful questions) are discussed and the role that attachment figures (e.g. parents/carers) may play in SAD is considered. Three key steps for overcoming SAD are explored, along with relevant psychoeducation that can be used to help support parents and carers.

10) Supporting young people with PTSD: This session explores what PTSD is, and how it may present (including how it may present differently in children and young people). Assessment tools and useful questions are explored, as well as a description of why difficulties may persist. The session provides an introduction to CBT for children and young people who have experienced trauma, and guidance is given around working with parents.

Coming Soon.... Whole school approaches to Resilience and ASD & Mental Health Issues.

The training is not designed to turn primary care and school staff into psychological therapists, nor are they designed to replace existing CAMHS services. However, they do provide development opportunities to:

- enhance primary care consultations skills so that children and young people receive better quality, integrated care and so that health professionals can make more effective use of brief consultation sessions**
- enhance knowledge and skill of staff working within the school/health setting to help them more readily identify mental health issues in their students and support them and their families**

For further information please contact:

marianne.wolffmccgowan@oxfordhealth.nhs.uk

(PPEPCare Training Lead Oxon)

Supporting trans and gender variant children and young people

Oxfordshire's [Homophobic, biphobic and transphobic bullying toolkit \(2016\)](#) has just been updated to ensure that all the latest guidance and information is included. As well as supporting schools to prevent and respond to HBT bullying, this toolkit also provides guidance about how schools can support trans and gender variant children and young people. Please see page 7 & 8 of the toolkit.

If you would like any further guidance on this issue please contact: jo.brown@oxfordshire.gov.uk

E-safety/Cyberbullying updates

Childnet International Cyberbullying guidance has now been released and will provide helpful information for any professional working with children and young people.

This can be accessed via the following link: <http://www.childnet.com/resources/cyberbullying-guidance-for-schools>

Childnet have also released their "Crossing the Line" PHSE toolkit aimed at 11-14 year olds which includes 4 short films and lesson plans covering sexting, cyberbullying, peer group pressure and self-esteem. Although aimed at schools this provides excellent resources for any professional working with children and young people: <http://www.childnet.com/resources/pshetoolkit>

In addition, a reminder that Oxfordshire County Council, Thames Valley Police and the Oxfordshire Safeguarding Children Board want to promote consistent management of sexting incidents in schools in order to safeguard children and young people. The following guidance from the UK Council for Child Internet Safety is an essential source of information to support schools and colleges with managing sexting. More information here: [Sexting in schools and colleges](#)

The advice aims to support schools and colleges in tackling the range of issues which these incidents present including responding to disclosures, handling devices and imagery, risk assessing situations and involving other agencies. The advice also contains information about preventative education, working with parents and reporting imagery to providers.

This advice is non-statutory and should be read alongside the Department for Education's [Keeping Children Safe in Education](#) statutory guidance and non-statutory [Searching, Screening and Confiscation Advice](#) for schools.

E-safety Audit for Primary and Secondary Schools

New statutory guidance from the DfE "Keeping Children Safe in Education" highlights the importance of teaching children to keep safe on the internet and also ensuring that they don't access inappropriate material. Schools may therefore want to book an E-safety audit to assess whether they are meeting these requirements and to plan how to put appropriate measures in place. This E-safety audit is now available as part of the services provided by LADO and Schools Safeguarding team.

The audit involves a ½ day visit to school to consult with relevant staff, meet with pupils and view relevant policies. A report is provided with detailed recommendations.

For further details including cost of the audit, please contact: jo.brown@oxfordshire.gov.uk .

Charges are in line with those charged by the LADO and Schools Safeguarding Team.

For details of further support with managing bullying and e-safety please see the: [Anti-Bullying Brochure \(pdf format, 523Kb\)](#)



NSPCC Schools Service 'Speak Out. Stay Safe' Programme

The NSPCC Schools Service visits primary schools in Oxfordshire to give children the knowledge and understanding they need to stay safe from abuse and empowers children to 'speak out'.

It has visited **171** primary schools and **20,151** children in Oxfordshire so far. The aim is to visit all primary schools in the area and re-visit every two years.

The Objectives of the Programme are to:

- Ensure children have an understanding of abuse in all its forms and an ability to recognise the signs of abuse
 - Ensure children know how to protect themselves from all forms of abuse, including sexual, physical and emotional abuse, neglect and bullying
 - Make them aware of how to get help and sources of help
- There are assemblies for both KS1 and KS2 (for 30 minutes each) and workshops for Year 5

and 6 (for one hour per class).

The programme has been endorsed by the Oxfordshire Safeguarding Children Board.

Please contact the Area Coordinator, Imogen McCabe, for further information:

imogen.mccabe@nspcc.org.uk or 07740153459

Imogen McCabe

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NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Speak out. Stay safe.
programme

